

## Christmas Adventure

Teaching Notes Author: Liz Miles

<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Questioning, Clarifying, Summarising, Imagining</i></li> </ul>	<p><b>Tricky words</b></p> <p>asked, computer, disappointed, programme, sandwiches, skateboard, strawberry, television, tomorrow, wanted</p> <p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>
--	--

### Group or guided reading

#### Introducing the book

- C** (*Prediction, Clarifying*) Look at the cover together and ask the children, *Where do you think the children go for this adventure?* Turn to pages 8 and 9 and look at the illustrations for clues. Ask: *What do you think the 'FC' on the tower stands for? Can you find another 'FC' in the picture?*
- Ask them to read the back cover blurb and say what they think the story is about. Look briefly through the book to confirm the children's ideas. Use some of the high and medium frequency tricky words as you discuss the story.

#### Strategy check

Remind the children to try various strategies to work out new or unfamiliar words.

#### Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (*Summarising*) Ask children to retell the story in just four or five sentences.

**Assessment** Check that children:

- track text matching letters to sounds
- use phonic knowledge to sound out and blend the phonemes in words, particularly the tricky words
- use comprehension skills to work out what is happening in the story.

#### Returning to the text

- C** (*Questioning, Clarifying*) Ask the children: *Why didn't Biff and Chip help Mum and Dad at the beginning of the story? What were they busy doing instead?*
- C** (*Clarifying*) Ask children to describe the 'land of Father Christmas' by referring to and describing details in the illustrations.
- Together, look at page 7. Ask the children: *How did Wilf know that the children were in the land of Father Christmas?* (The sign above the entrance and the post box both have 'F. Christmas' written on them.)
- C** (*Imagining*) Read page 16. Ask the children to describe all the things they think Father Christmas has been busy doing.

## Group and independent reading activities

**Objective** Read independently and with increasing fluency longer and less familiar texts. Know how to tackle unfamiliar words that are not completely decodable. Read high and medium frequency words independently and automatically.

- W** Ask children to read pages 1–3 alone. Ask them to copy down any words they find difficult. Ask volunteers to point to one of the words from their list, and ask volunteers to suggest strategies for working it out. Repeat with another word.

**Assessment** Do the children suggest a range of strategies for working out the words?

**Objective** Read and spell less common graphemes including trigraphs.

- W** On page 20, ask the children to find two words with the initial sound 'cr' (Christmas, crackers). Ask the children to point to the silent letter in 'Chr'.
- Ask: *Can you find any other words that start with 'ch' but don't sound like 'Christmas'?* ('children', 'Chip').

**Assessment** Do the children understand that the same sound can have different spellings, and that the same spellings can have different sounds?

**Objective** Spell with increasing accuracy and confidence, drawing on, for example, knowledge of word structure and spelling patterns, including common inflections.

- W** Write the word 'watching' on the board, and talk about present tense verbs. Explain how adding '-ing' or '-ed' to the root word changes its tense. Write 'have' on the board. Ask the children to suggest how to change it to 'having'. Talk about the need to omit the 'e' from the root word. Ask the children to read the story and collect examples of verbs that drop the 'e' from the root word when '-ing' is added.

**Assessment** Can they add any other verbs that change in the same way? Are the children able to identify the root word of past tense verbs, e.g. took/take?

**Objective** Read and spell less common alternative graphemes including digraphs. Use syntax and context to build their store of vocabulary when reading for meaning.

- W** Ask the children to read page 8 and to share the strategies they used for working out the words 'excited' and 'special' with a partner. Ask the children to compose two new sentences about Christmas, beginning 'I was excited because...' and 'I wanted a special...'. Ask children to read their sentences out loud to their partner.

**Assessment** Can children say how they knew if a sentence didn't make sense? Do they spell 'special' and 'excited' correctly?

**Objective** Give some reasons why things happen or characters change. Use question marks, and use commas to separate items in a list.

- C (Questioning)** Ask the children to work with a partner. Tell each child to write down five questions about what happened in the story and to begin the questions with 'Why did...?' and 'What happened when...?' Tell the children to swap and answer their partner's questions.

**Assessment** Do the children refer to the story to find causes and effects?

## Speaking, listening and drama activities

**Objective** Explain their reactions to texts, commenting on important aspects.

- Ask the children to look at the illustration on pages 10 and 11 and read the words written on the side of the boxes. Ask the children why they think the 'I want' box has the most letters in it. Ask them to take turns to say how they think you should ask for a present and why.

**Assessment** Do the children explain why they think the wording on the boxes is appropriate or inappropriate?

## Writing activities

**Objective** Use planning to establish clear sections for writing. Use question marks, and use commas to separate items in a list.

- Discuss with the children how to write a letter to Father Christmas. Model writing a letter as an example for them to follow. Remind the children that commas are used to punctuate a list of items.
- Ask the children to plan and then write their own letter to Father Christmas.

**Assessment** Is the letter well-organised?

**Oxford**  
**OWL**

**For teachers**

Helping you with free eBooks, inspirational resources, advice and support

**For parents**

Helping your child's learning with free eBooks, essential tips and fun activities



**[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)**